

**Texas Education Agency
Standard Application System (SAS)**

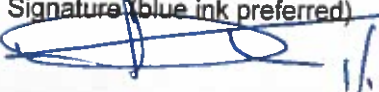
2)018–2019 Texas 21 st Century Community Learning Centers, Cycle 10, Year 1				
Program authority:	Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)			FOR TEA USE ONLY Write NOGA ID <small>Place date stamp here.</small> <div style="text-align: right;"> RECEIVED TEXAS EDUCATION AGENCY 2018 APR 27 PM 1:56 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	August 1, 2018 – July 31, 2019			
Application deadline:	5:00 p.m. Central Time, May 1, 2018			
Submittal information:	Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div>			
Contact information:	Christine McCormick, 21stcentury@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name		County-District #	Amendment #	
Mercedes Independent School District		108907		
Vendor ID #	ESC Region #	DUNS #		
746001718	1	089594337		
Mailing address		City	State	ZIP Code
P.O. Box 419		Mercedes	TX	78570-
Primary Contact				
First name	M.I.	Last name	Title	
Marcos		De Los Santos	Director	
Telephone #	Email address		FAX #	
(956) 825-5089	Marcos.delossantos@misdtx.net		(956) 514-2077	
Secondary Contact				
First name	M.I.	Last name	Title	
Daniel		Trevino, Jr.	Superintendent	
Telephone #	Email address		FAX #	
(956) 514-2022	Daniel.trevino@misdtx.net		(956) 514-2033	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Daniel		Trevino, Jr.	Superintendent
Telephone #	Email address		FAX #
(956) 514-2022	Daniel.trevino@misdtx.net		(956) 514-2033

Signature (blue ink preferred)



Date signed

4/23/18

Only the legally responsible party may sign this application.

701-18-111-028

Schedule #1—General Information

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	N/A	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19	Private Nonprofit School Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
21	Program Information Addendum	<input checked="" type="checkbox"/>	N/A

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal Year

Start date (MM/DD):

End date (MM/DD):

Section 2: Applicant Organizations and the Texas Statewide Single AuditYes: ☐No: ☐**For TEA Use Only**

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Part 1: Required Attachments

No program-related or fiscal-related attachments are required to be submitted with this grant application.

However, please note that nonprofit organizations, excluding ISDs and open-enrollment charter schools, will be required to submit proof of nonprofit status (see [General and Fiscal Guidelines](#), Required Fiscal-Related Attachments, for details) prior to TEA issuing a grant award.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with Every Student Succeeds Act Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The program will take place in a safe facility that is properly equipped and accessible to participants and family members.
4.	The proposed program was developed, and will be carried out, in active collaboration with the schools that participating students attend, including through the sharing of relevant data among the schools, all participants of the eligible entity, and any partnership entities in compliance with applicable laws relating to privacy and confidentiality and in alignment with the challenging state academic standards and any local academic standards.
5.	The program will target students who primarily attend schools eligible for schoolwide programs under ESEA as amended by Section 1114, and the families of such students.
6.	Applicants that receive priority points for serving: 1) students in schools implementing comprehensive support and improvement activities or targeted support and improvement activities under ESEA as amended, Section 1111(d) and other schools determined by the local educational agency to be in need of intervention and support and 2) students who may be at risk for academic failure, dropping out of school, involvement in criminal or delinquent activities or who lack strong positive role models assure that they will target these students.
7.	The community has been given notice of an intent to apply and that the application and any waiver request will be available for public review after submission of the application.
8.	The applicant will adhere to the level of services in the approved application and in the agreed-upon center operation schedules and will provide those services to eligible students through this and all continuation and renewal grant periods, as applicable. Applicant acknowledges that proposed amendments that reduce the level of services to below the Year 1 awarded application will be approved only in extreme or unusual circumstances and that failure to adhere to service levels and student targets will result in reduced funding during the subsequent continuation grant period. Grant funds remaining unexpended at the end of the expenditure reporting period for the grant award will not be made available by TEA to supplement continuation grant awards.
9.	Services for students and families will begin no earlier than the grant start date of August 1, 2018 and no later than September 4, 2018.

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

10.	<p>The applicant will adhere to a TEA-approved schedule that meets or exceeds program service requirements at each center and that provides a consistent and dependable schedule of weekly activities for all students enrolled. The applicant agrees to meet with TEA or its contractors after awards are announced and before the start date of the program to develop an approvable operation calendar for each center.</p> <ul style="list-style-type: none"> • A minimum of 35 weeks per year across all terms, including summer. TEA will count only the weeks in which a center offered the minimum number of hours-per-week toward the 35-week total. Make-up hours will be credited. The week runs from Sunday through Saturday. • A minimum of five days per week for the fall and spring terms. • A minimum of 15 hours per week (applicants should not propose to offer more than 20 hours of programming per week). Note: Transportation time that exceeds 30 minutes per-day shall not be counted towards minimum hours-per-week of programming. • A minimum of six weeks and four hours per day, four days per week during the summer term. Continuous weeks are not required. Grantees may offer four weeks of summer programming during the grant period that ends July 31, 2019, but if approved, the grantee must offer two weeks of summer programming in the subsequent continuation period between August 1, 2019, and the first student attendance day for the 2019–2020 school year. • Hours dedicated to program activities for adult family members will not count toward student programming.
11.	Services will be provided at no cost to participants. Grantees are prohibited from collecting fees, including late pickup fees or any other fee.
12.	Activities will be supervised at all times by qualified staff at adult to student ratios that meet or exceed TEC Chapter 25, Subchapter D requirements or other state required ratios as applicable.
13.	Center-level activities will be a minimum of 45 consecutive minutes in length and planned for each hour that a center is operating. Activities will be intentionally designed to address student needs and student voice, aligned with state standards and developed using a planning tool such as the Texas ACE© Activity/Unit and Lesson Plan Worksheet. Activities will reflect each of the following four components during each term: academic assistance, academic enrichment, family and parental support, and college and workforce readiness (grades 9-12 only).
14.	Academic, academic enrichment, accelerated learning, and tutoring activities will align with the regular school day program and state standards. Enrichment activities will enhance the academic-related activities of the regular day and/or be aligned with a documented student or campus need.
15.	All activities will occur at an approved center or, on a limited and pre-approved basis, at an adjunct site or during an approved field trip. Activities at a non-approved location, such as a feeder school, are unallowable and will not be charged to the grant.
16.	Grantee will offer families of students served by the program opportunities for active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Family activities will be designed to meet the identified needs of each center's families and students; the needs of working families will be specifically addressed. Activities will be ongoing and consistently available throughout each term. The number of family members served will be proportional to the targeted number of students.
17.	All required staff positions will regularly participate in training and other opportunities offered by the Texas ACE© program. In addition, the grantee will regularly provide program-specific in-person training to center-level staff and will document the content and attendance of training events.

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Schedule #2—Required Attachments and Provisions and Assurances (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

18.	Grantee assures that it will regularly engage a group of stakeholders, new or existing, to serve as a community advisory council charged with providing continuous feedback and involvement to increase community awareness and program quality, evaluate program effectiveness, and inform operations and sustainability plans. Membership will be diverse and qualified to support efforts to increase quality and visibility of the program in the community.
19.	The grantee will cooperate with TEA and its contractors in conducting state-required activities, including but not limited to program implementation monitoring, statewide evaluation, compliance, technical assistance, and capacity building.
20.	Local grant programs will include the Texas ACE© logo in all outreach and communication materials and the grantee will comply with Texas ACE© branding guidelines.
21.	The applicant agrees to submit required data for state program evaluation, compliance monitoring, and federal reporting in the format and timeline provided by TEA. Grantee agrees to submit required logic models, sustainability plans, program evaluation reports, and any other required reports or products in accordance with the format provided by TEA.
22.	<p>Grantee will adhere to the Texas 21st Century Student Tracking (TX21st) system data reporting requirements. Grantee Profile, Funding, Contacts, Partner, Center Profiles, Center Contacts, Center Operations, Feeder Schools, Activities, and Schedule data will be entered in August and will be updated as changes in any of the data occur. Center Operations data will be updated at the beginning of each term. Data entered in the system must support the approved application and operating schedule.</p> <ul style="list-style-type: none"> • Participant and enrollment data will be entered in August or September, depending on the center schedule. • Attendance data will be entered daily or weekly. • Exception reports and data corrections will be completed and reviewed by the project director • Grantee will coordinate with the school district to collect and enter school day attendance and grades data into TX21st.
23.	The grantee agrees to conduct annual local program evaluation at the center and grant levels that assesses the following objective measures: school day attendance, core course grades, mandatory discipline referrals, on-time advancement to the next grade level, high school graduation rates, and high school student career competencies. The results of the local evaluation will be used to refine, improve, and strengthen the local program and will be made available to the public upon request, with public notice of such availability provided.
24.	Applicant will comply with any program requirements written elsewhere in this document.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Overview The City of Mercedes is one of 22 municipalities located in Hidalgo County which is in the southern most region of Texas with over 806,552 county residents and is the eighth most populous county in Texas. It is ranked 40th in the nation as one of the country's poorest counties and ranked eighth in the State of Texas. An analysis of the community needs assessment found that according to the American Census Survey 43% of the population in Mercedes lives in poverty in comparison to 20.7% in Texas and 12.7% nationally. Data also showed that Mercedes had the lowest values for household income at \$29,733, a per capita of \$13,317, and median house values of \$60,603. The regional data shows a \$46,032 household income, \$21,215 per capita, and \$118,100 for median house values. Mercedes also has the highest unemployment at 14.4% in comparison to 7.5% for the region and 3.9% for the state. It is important to note that 96% of students at John F. Kennedy Elementary are economically disadvantaged compared to 90% for the district, 81% for Region 1 and 59% for the state. Mercedes students rank the highest in Region 1 with 55.4% living below the poverty level of which 16.3% live below 50% of the poverty level. The proposed program services will be provided before school, after school, and during the summer at one center, John F. Kennedy Elementary, that will service rural and urban areas of Mercedes neighborhoods that have been identified as having high levels of community need and poor student academic performance.

Community Needs In creating this proposal Mercedes ISD administration, campus staff, and community members met as a stakeholder committee to discuss the district's goal as it relates to implementing community learning centers across the district. Data from the campus and community needs assessments included campus enrollment, grades, attendance, state and local assessments, promotion rates, mobility, stability, special education, bilingual education participation, and teacher/student ratio. An analysis of the data revealed that the neighborhoods serviced by the campus exhibited low academic achievement and high levels of family / community risk factors such as poverty, domestic violence, juvenile crime, truancy, gang activity, and drug activity. The needs assessment also identified a lack of Out-Of-School time activities or organizations for students to participate in that would provide educational, recreational, and positive lifestyle resources. The analysis was used to identify target needs, for program and budget development to address findings.

Program Description The proposed program intentionally aligns to the United States Department of Education (USDE) and TEA 21st CCLC Objectives, Critical Success Factors and Milestones which provide a comprehensive framework and foundation for effective implementation. The proposed program focuses on providing intentional research based academic enrichment activities that align to the regular day curricula, best practices, district and campus improvement plans, and the 21st CCLC Texas ACE component guide. The program will implement the following 4 elements:

1. **Academic Assistance & Alignment:** The Project Director will work with the campus administration to conduct a thorough campus needs assessment to identify academic needs based on an analysis of qualitative and quantitative student test data. The core academic program will focus on individual targeted student needs identified through disaggregated student performance data from the campus, district and state. Activities will target high need areas such as Mathematics and Reading along with intentional activities for Social Studies and Science. The site will utilize high performing certified teachers and will employ 14–16 teachers daily.
2. **Enrichment:** Activities will be developed utilizing student surveys for student voice and choice to increase engagement, attendance, and retention. The center will provide a variety of activities such as Robotics, Animation, Audi/Video, Construction, Art, Sports, Music, Dance, STEM, Guitar Lessons, Garden Club, Photography and Character Education groups such as Trailblazers which is a leadership group.
3. **College and Career Readiness:** Solving highly complex problems requires that students have both fundamental skills (reading, writing, and math) and 21st century skills (teamwork, problem solving, research gathering, time management, information synthesizing, utilizing high tech tools). With this combination of skills, students become directors and managers of their learning process, and connect their academic content to the real world through group research projects and the use of technology in experimental product development. High school introductory career and technology courses will be provided on site for grade levels 3rd – 5th.
4. **Family & Community Educational Services:** The program will focus on engaging parents through activities developed and implemented by the combined efforts of the district, city, Region 1 ESC, and local universities. Parent and family activities will focus on educational and enrichment courses that will assist parents in participating in their child's education through Support Learning at Home Workshops, Fine Arts, ESL, GED, and Literacy classes. Ongoing parent surveys will be utilized to address needs and modify activities as needed.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Program authority: Public Law 114-95, ESEA of 1965, as amended by Every Student Succeeds Act, Title IV, Part B (20 U.S.C. 7171-7176)

Grant period: August 1, 2018, to July 31, 2019

Fund code/shared services arrangement code:
265/352**Budget Summary**

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$237,480	\$	\$237,480
Schedule #8	Professional and Contracted Services (6200)	6200	\$25,800	\$	\$25,800
Schedule #9	Supplies and Materials (6300)	6300	\$11,000	\$	\$11,000
Schedule #10	Other Operating Costs (6400)	6400	\$6,500	\$	\$6,500
Schedule #11	Capital Outlay (6600)	6600	\$	\$	\$
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$280,780	\$	N/A
Percentage% <u>indirect costs</u> (see note):			N/A	\$8,600	\$280,780
Grand total of budgeted costs (add all entries in each column):			\$280,780	\$8,600	\$289,380

Shared Services Arrangement

6493	Payments to member districts of shared services arrangements	\$	\$	\$
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Administrative Cost Calculation

Enter the total grant amount requested:	\$289,380
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$14,469

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher			\$
2	Educational aide			\$
3	Tutor			\$
Program Management and Administration				
4	Project director (required) One Site – Dual Role		1	\$55,000
5	Site coordinator (required) – Director Role *			\$
6	Family engagement specialist (required) Part-Time		1	\$22,000
7	Secretary/administrative assistant		1	\$28,000
8	Data entry clerk			\$
9	Grant accountant/bookkeeper			\$
10	Evaluator/evaluation specialist		1	\$3,000
Auxiliary				
11	Counselor			\$
12	Social worker			\$
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant			\$
14	ESC coordinator/manager/supervisor			\$
15	ESC support staff			\$
16	ESC other			\$
17	ESC other			\$
18	ESC other			\$
Other Employee Positions				
19	Title			\$
20	Title			\$
21	Title			\$
22	Subtotal employee costs:			\$108,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$
24	6119	Professional staff extra-duty pay (11 Core Content & 3 Enrichment Daily)		\$88,494
25	6121	Support staff extra-duty pay (2 Instructional Aides & 2 Enrichment Daily)		\$12,000
26	6140	Employee benefits		\$28,986
27	Subtotal substitute, extra-duty, benefits costs			\$129,480
28	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$237,480

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Professional and Contracted Services Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Jump Start Program – Neighborhood ACE satellite center for highly disadvantaged areas	\$16,600
2	Parental Workshops	\$2,200
3		\$
4		\$
5		\$
6		\$
7		\$
8		\$
9		\$
10		\$
11		\$
12		\$
13		\$
14		\$
b. Subtotal of professional and contracted services:		\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$7,000
(Sum of lines a, b, and c) Grand total		\$25,800

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 108907

Amendment number (for amendments only):

Supplies and Materials Requiring Specific Approval

Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$11,000
Grand total:		\$11,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 108907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$2,000
6412	Travel for students to conferences (does not include field trips). Requires pre-authorization in writing.	\$
	Specify purpose:	
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines and grantee must keep documentation locally.	\$1,000
6413	Stipends for non-employees other than those included in 6419	\$
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$3,500
Grand total:		\$6,500

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)

County-District Number or Vendor ID: 108907			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$0
66XX—Computing Devices, capitalized				
2			\$	\$0
3			\$	\$0
4			\$	\$0
5			\$	\$0
6			\$	\$0
7			\$	\$0
8			\$	\$0
9			\$	\$0
10			\$	\$0
11			\$	\$0
66XX—Software, capitalized				
12			\$	\$0
13			\$	\$0
14			\$	\$0
15			\$	\$0
16			\$	\$0
17			\$	\$0
18			\$	\$0
66XX—Equipment or furniture				
19			\$	\$0
20			\$	\$0
21			\$	\$0
22			\$	\$0
23			\$	\$0
24			\$	\$0
25			\$	\$0
26			\$	\$0
27			\$	\$0
28			\$	\$0
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				\$0
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #14—Management Plan

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the desired qualifications, experience, and any requested certifications of the primary project personnel projected to be involved in the implementation and delivery of the program. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Title	Desired Qualifications, Experience, Certifications
1.	Project Director	A minimum of a Bachelor's Degree in education, Master preferred. A minimum of 5 years' experience in an educational leadership position with departmental leadership experience. Experience in fiscal management, data reporting and knowledgeable of youth service programs.
2.	Site Coordinator(s)	A minimum of a Bachelor's Degree in education with a minimum of three years' experience working with at-risk children and families; experience in staff supervision; and knowledgeable of community resources.
3.	Family Engagement Specialist	A minimum of a Bachelor's Degree in Education with a preferred work experience that includes working with at-risk children and families coordinating multi-cultural events for a minimum of three years.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase Academic Performance	1. Student data analyzed for program development	07/30/2018	05/17/2019
		2. Assessment data utilized for targeted recruitment	08/06/2018	07/04/2019
		3. Utilize research based instructional techniques	09/03/2018	07/04/2019
		4. Continuous student assessment to improve services	09/03/2018	07/04/2019
		5. Ongoing training opportunities for staff development	08/20/2018	07/04/2019
2.	Increase Attendance	1. Review regular day and afterschool attendance data	09/10/2018	07/04/2019
		2. Provide socialization and peer attention in activities	09/03/2018	07/04/2019
		3. Engage students in challenging activities	09/03/2018	07/04/2019
		4. Provide consistent contact with caring advocates	09/03/2018	07/04/2019
		5. Increase sense of belonging via service learning	09/03/2018	07/04/2019
3.	Improve Behavior and Relationships	1. Consistently review regular day discipline data	10/01/2018	07/04/2019
		2. Staff develops a student profile of needs and gaps	08/20/2018	07/04/2019
		3. Will provide a character education program yearly	09/03/2018	07/04/2019
		4. Professional Development on staff-youth interaction	10/08/2018	05/25/2019
		5. Weekly observational assessments on staff-youth	09/03/2018	07/04/2019
4.	Improve Promotion Rates	1. Consistently monitor school performance reports	07/30/2018	07/04/2019
		2. Project Director attends District Planning meetings	08/01/2018	07/04/2019
		3. Coordinators attend Campus Planning meetings	08/01/2018	07/04/2019
		4. ACE performance reports presented to district staff	10/01/2018	05/20/2019
		5. Highly qualified teachers offer additional courses	09/03/2018	07/04/2019
5.	Improve Graduation Rates	1. Consistently monitor school performance reports	07/30/2018	07/04/2019
		2. Highly qualified teachers offer additional courses	09/03/2018	07/04/2019
		3. Coordinators attend Campus Planning meetings	08/01/2018	07/04/2019
		4. Coordinator/Counselor align to student profiles	09/03/2018	07/04/2019
		5. ACE performance reports presented to campus staff	10/01/2018	05/20/2019

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Statutory Requirement 1: Describe how the eligible entity evaluated community needs and resources. Describe the results, including the resources available in the community, and how the program strategies and activities proposed to be carried out in the center(s) will address those needs. Specifically address the needs of working families. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Process & Stakeholders Mercedes ISD recognizes it is essential to develop buy-in and support from teachers and school staff by directly involving them in implementing reform strategies and initiatives. Also, support and buy-in from students, working families, and community members is critically essential to the success of the program. Stakeholder support was implemented by any and all of the elements and indicators of effectiveness included in the framework. To accomplish this task, the ACE Program planning committee consisting of John F Kennedy Elementary faculty and staff, Site Based Decision Making Committee, John F Kennedy Elementary Parent Teacher Organization (PTO), MISD Curriculum and Instruction (C&I), and the MISD Parental Involvement Department conducted a comprehensive assessment to evaluate the needs of the community for out-of-school-time programming (OST). The planning committee considered the feasibility of preparing a proposal and to share data from the Campus & Community Needs Assessment for developing a proposal based on 21st CCLC grant requirements. The planning process was used to develop a course-of-action for implementation, as well as to garner stakeholder support. The first step in the process to garner support for the grant was to invite district and campus personnel to a grant presentation at John F Kennedy Elementary for an overview of the 21st CCLC Cycle 10 Grant. The participants were presented with the plan to apply for a grant that would increase student performance, teacher effectiveness after school, and overall school performance. Second, a request to apply for the grant was present to the Mercedes Independent School District Board of Trustees and Superintendent. Letters of support were collected from each board member in support of the application. Once granted, the Curriculum and Instruction Department was instructed to develop the after school curriculum focus, alignment and design of the grant along with campus personnel. Third, to include community involvement and voice, the Mercedes City Council, Interim City Manager and Mayor were included in the development and implementation of the Community Needs Assessment and meetings. A community meeting was held with family and community members. The individuals were presented with an overview of the grant application and an open forum was held for feedback. At the end of the meeting a survey was administered to collect information on out-of-school time services currently being utilized, services needed, and student academic needs.

Services Currently Available Mercedes Texas is a small community that has a limited amount of out-of-school time student activities and programs for working families. The only option available is the Mercedes Recreational Center. There are no other out-of-school time programs and the Mercedes Recreational Center, a fee-based program, is limited due to funding, number of students that they can serve, service multiple municipalities and has a lack of instructional staff for academic interventions. Mercedes has no youth sport leagues or enrichment opportunities for youth.

Needs & Gaps Addressed The compressive needs assessment conducted indicates students lack access to structured and safe out-of-school time programs. The findings identified a need for activities that educate and motivate families to participate in their child's education and to send them to post-secondary education. Students are also in need of innovative academic tutorials to improve skills in the core subject areas. Additionally, the STAAR test results show students at John F Kennedy Elementary performed lower than the district, region, and state.

Content	Campus	District	State
Reading	57%	60%	75%
Writing	47%	58%	67%
Math	77%	75%	79%
Science	65%	73%	79%

The analysis also determined a lack of affordable fee-based programs that address the academic enrichment needs of students and working families. The 21st CCLC structure best meets the needs of the campus and community. The proposed MISD 21st CCLC ACE Program intends to provide a safe environment where high quality, vertically aligned, and innovative activities are implemented based on the Four Component Guide. This afterschool structure will align with the regular school day curriculum, Campus Improvement Plan, and will help develop critical 21st Century skills through project based learning activities necessary for success in post-secondary education. The program intends to offer classes that educate parents in the importance of STAAR organization and testing, research based study skills, teacher communication skills, SAT/ACT preparation, financial aid, career exploration, college requirements, and college visits.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Statutory Requirement 2: Describe the planned partnership between the applicant and the proposed eligible partner organization(s) listed on Schedule 3 – Certification of Shared Services, including how the partnership will contribute to achieving stated objectives and sustaining the program over time, or provide evidence that the LEA is unable to partner with a community-based organization in reasonable geographic proximity and of sufficient quality to meet the requirements. *Check the box that applies to this application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.*

☒ This applicant is part of a planned partnership.☐ This applicant is unable to partner.

A Memorandum of Understanding will be signed by the City of Mercedes Housing Authority and the Mercedes ISD Superintendent, thereby solidifying a partnership between Mercedes ISD and City of Mercedes Housing Authority Jump Start Program. The agreement will establish accountability with the City of Mercedes Housing Authority and Mercedes ISD ACE Program listing the roles of the venture. The City of Mercedes Housing Authority Jump Start Program will provide at-risk students living in housing facilities access to educational staff, computers, printers, a small library, tutoring services, homework assistance and indoor recreational activities at a designated facility within the housing complex zoned to John F Kennedy Elementary in which students reside. The program participants will have access to the onsite program from the hours of 6:00 p.m. – 8:00p.m. Monday through Thursday and 8:30 a.m. – 11:30 a.m. on Saturday.

The City of Mercedes Housing Authority currently provides housing for 392 students who attend Mercedes ISD. Data shows that 297 of these students are living below the poverty level with a demographic breakdown of 98% Hispanic and 2% white. These students live in households with an average of 5 family members, in housing units, which average 888 square feet per unit. Housing authority survey results show that 11% of participants have desktop/laptops accessible at home and 3% have printers, which can be utilized for homework or projects. Of the parents surveyed 71% stated they could not effectively assist their child with school assignments due to educational limitations and language barriers. This partnership would provide much needed assistance to students living in a highly impoverished area of the community, which lacks the educational resources to be college and career ready and break the cycle of poverty.

The ACE Project Director / Site Coordinator, family engagement specialist, district administration, and housing authority director will provide support in programming through administrative oversight, security, resources and educational support on a daily basis. The City of Mercedes Housing Authority Jump Start Program staff will actively participate in the ACE programs regularly scheduled meetings and professional development activities. The staff will provide state certified instructor/s and additional personnel to assist, along with volunteers. The program will be monitored by the ACE Program Director / Site Coordinator to ensure a safe nurturing environment and quality instruction is being provided according to TEA performance measures. The ACE Program Director/Site Coordinator will provide professional development on after school programs best practices and monitor for grant compliance. Students attending these activities will not be charged a fee to attend. Students will not require transportation as the services will be provided on site at the housing authority complexes for accessibility and safety. Educational interventions will be intentional and student data from the district DMAC assessment software will be utilized to create student profiles for targeted intervention. Enrichment activities will be developed that can be utilized by students during the after program hours to curtail negative behaviors and influences after regular ACE site programming. Character development activities will be utilized during the weekend programming to assist the students in developing a positive outlook and teach of the effects of negative variables they may encounter such as drugs, gangs, and violence.

The proposal will also seek to collaborate with the Region 1 Education Service Center, local adult education service providers, and local universities to provide adult educational services such as English Second Language certification and GED certification courses at the facilities parents are living in. Programming will combine intensive academics with creative programming to foster each participant's empowerment and self-development as a launch pad to higher education and job skills. Parents will also be provided with workshops to increase their participation in their child's education. Survey results showed 79% of parents did not have a clear understanding of testing and promotion requirements and felt intimidated to ask questions in a general school setting. Workshops would be small in size, and would provide support to parents from the housing authority that would focus on testing structure and requirements, homework help, open-ended questioning techniques and reading initiatives.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Statutory Requirement 3: Describe how the proposed program will impact performance, attendance, discipline referrals, advancement, and, if applicable, high school graduation rates and career competencies. If the program proposes to impact additional local measures or objectives, state those here and describe how the program is designed to impact those. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Academic Performance: To improve student academic achievement, the proposed ACE programs' guiding tools for establishing specific academic and enrichment activities are the Texas ACE Blueprint, campus improvement plan, campus needs assessment, campus curriculum team, test data analysis, staff surveys and student surveys. Research shows that differentiated instruction incorporates many effective methods and strategies as well as merging many aspects of critical thinking, brain research, and interdisciplinary instruction. The ACE program will offer a variety of program activities that are inquiry-based to address different learning styles, increase participation, and engagement. By implementing an inquiry-based learning program STEAM (Science, technology, Engineering, Art, and Mathematics); students will utilize technology and a hands-on approach to problem solving. The programs' focus is to create 21st Century skills through a STEAM framework in activities to prepare students for post-secondary education and career fields of tomorrow. Activities will be integrated with both academic and enrichment components, aligned to the TEKS, and the regular school day curricula. The project director will be an integral part of the campus curriculum team at John F. Kennedy Elementary and participate in bi-weekly department meetings with campus administration and staff to share program information, direction, and collect feedback. By participating in the campus curriculum team, the project director will have firsthand knowledge of up-to-date curriculum needs of students and be able to modify instruction immediately in comparison to delays from testing schedules and test analysis feedback. This information networking and sharing will allow the project director the ability to link the school day achievement goals into ACE Unit/Lesson plans and develop a Center Service Delivery Plan that will guide funded and in-kind services ensuring alignment with the TEKS, district academic goals, the campus improvement plan, and 21st CCLC goals. Access will also be available to the district test management software DMAC for all local and state assessments. The project director and curriculum compliance specialist will run analysis reports by participant according to local assessments such as six-week exams, Fall & Spring Benchmarks, and Mock STAAR exams. The reports will automatically place students in small-group tutorials based on weak Readiness and Supporting standards for targeted academic tutorials. Periodic monitoring of activities by the project director, curriculum compliance specialist and campus administration will ensure activity plans are implemented with fidelity. Monitoring staff will also review qualitative and quantitative data to determine program effectiveness.

Attendance & Discipline: One of two critical components of a program in regards to increasing participation is participant involvement in program development. Voice and choice surveys will be utilized with participants and taken into account during program development to increase engagement. The second necessary component is a consistent and dependable schedule of weekly activities. The program will develop a schedule that offers academic interventions for one hour in the morning and two hours after school. The afterschool programming will be split into two hours, the first hour of intentional academic intervention with certified teachers, approximately 12-14, and the second hour will allow for enrichment activities. This research based strategy from Harvard Family Research Project (HFRP) published After School Programs in the 21st Century: Their Potential and What It Takes to Achieve It (Little, Wimer, & Weiss, 2010) will lead to better attitudes toward school and higher educational aspirations; higher school attendance rates and lower tardiness rates; less disciplinary action, such as suspension; lower dropout rates; better performance in school, as measured by achievement test scores and grades; significant gains in academic achievement test scores; greater on-time promotion; improved homework completion; and deeper engagement in learning. The program will also require participants to sign in and out on the daily ACE attendance form. Attendance forms will be collected by the project director and data entered in the TX21st data systems daily. Student discipline referrals will be referred to the Project Director and the campus administrator and dealt with on a case by case basis. A program handbook will be given to parents during the application process that informs them of the discipline actions that will be taken and removal process. The programs intent is to service the at-risk students, with that in mind, removal from programming will be a last resort option.

College and Career Readiness: Programming will have 21st Century learning skills built-into all afterschool lessons. In addition there will be courses that will be age appropriate that we will begin developing in partnership with the Secondary CATE program to expose elementary students to a variety of courses such as construction, drafting, audio/video technology, website development, coding, photography, cosmetology and finance and business management. The program will also offer college awareness courses for participants in which they will study various universities, career paths, degrees, salaries, and college life and schedules. These courses will assist many participants in exposure to post-secondary education as the most recent 2017 census shows that only 12.5% of adults in Mercedes have a bachelor's degree or higher.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Statutory Requirement 4: Explain how the program will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, positive youth development of the students, and, if applicable, postsecondary and workforce preparation. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Research & Evidence Based Practices:

Program design was developed by implementing best practices taken from research provided by the Harvard Family Research Project: *Out-of-School Time Programs: A Meta-Analysis of Effects for At-Risk Students* Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. S., Snow, D., & Martin-Glenn, M. L. (2008), *After school programs in the 21st century: Their potential and what it takes to achieve it. Issues and Opportunities in Out-of-School Time Evaluation Brief No. 10*, Little, P. M.D., Wimer, C., & Weiss, H. B. (2008, February), *Critical hours: Afterschool Programs and Educational Success*, Vandell, D., Pierce, K., Brown, B., Lee, D., Bolt, D., Dadisman, K., et al. (2006, March), and *Measuring Program Quality: A Guide To Assessment Tools, 2nd Edition*. Vandell, D., Reisner, E., & Pierce, K. (2007), *Evaluation of OST programs for youth: Patterns of youth retention in OST programs*, Pearson, L. M., Russell, C. A., & Reisner, E. R. (2007).

Scientific research indicates best practices for after school programs include rigorous coursework, mentoring, intentional recruitment, specific tutoring in core content areas such as math, science, reading, and writing. In addition consistency, structure and fidelity of implementation are vital components to an afterschool program and have been the core of the Mercedes ISD application development. During the budget development a survey was conducted with staff to identify the approximate days an instructor would be available so that the maximum number of highly qualified staff could be recruited and scheduled to maximize the number of intentionally recruited students. In regards to program structure and supervision, Little, Wimer, and Weiss conclude, "Without the structure and supervision of focused and intentional programming, youth participants in after school programs, at best, can fail to achieve positive outcomes and, at worst, can begin to perform worse than their peers" Lauer, P. A., Akiba, M., Wilkerson, S. B., Apthorp, H. S., Snow, D., & Martin-Glenn, M. L. (2008). They continue, "In fact, some research finds that when youth are concentrated together without appropriate structure and supervision, problematic behavior follows, suggesting that focused, intentional activities with appropriate structure and supervision are necessary to keep youth on an upward trajectory and out of trouble" Pearson, L. M., Russell, C. A., & Reisner, E. R. (2007).

The expanded learning opportunities that will be scheduled and offered are based on student disaggregated assessment data, campus teacher and counselor recommendations, and parent support. The programs will be aligned to the regular day curricula and TEKS. A variety of research based high quality academic enrichment programs such as art, music, civic engagement, theatre, and sports will also be provided that incorporate core content curricula for additional skill building and to increase retention and reduce burnout. In addition, to build a parental support structure at home many parents in the area are unschooled, speak only one language, Spanish and are unable to provide a support system at home to help their children succeed in school. Due to their lack of education and English language proficiency there is a high level of unemployment in the area (14.3%) contributing to high poverty rates. The ACE Program will create afterschool workshops and classes for families that include homework assistance, fitness, nutrition & wellness, financial management, ESL, and GED certification classes to assist in developing parents to be active participants in their child's education.

Furthermore, to meet the measures of effectiveness the proposed activities were designed based off data that includes a Campus & Community Needs Assessment, Texas Performance Reporting System data, District Improvement Plan, Campus Improvement Plan, standardized testing, benchmarks, and meetings with community stakeholders. An objective set of measures will be utilized to monitor, increase, and modify programming for maximum effectiveness. A demographic profile analysis will be conducted each term to create an academic comparative analysis percentage of program versus non-program students. Measures will focus on a two-year comparative analysis in core GPA change, school days absent, criminal referrals, non-criminal referrals, course pass percentage, and state standardized math/reading score changes. In addition to program modification, a participant attendance analysis will be utilized to monitor the attendance and distribution of targeted students, a participant dosage analysis will monitor student activity enrollment, and a participant portfolio analysis will provide data to staff of students identified needs by weak student expectations (SE).

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 5: Describe the proposed program activities and how they are expected to improve student academic achievement and overall student success. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

To improve student academic achievement, the proposed ACE programs' guiding tools for establishing specific academic and enrichment activities are the Texas ACE Blueprint, campus improvement plan, campus needs assessment, campus curriculum team, student test data analysis, and staff surveys.

The project director will participate as an integral part of the campus curriculum team and participate in bi-weekly department meetings with campus administration and staff to share program information, direction, and collect feedback. By participating in the campus curriculum team, the project director will have first-hand knowledge of up-to-date curriculum needs of students and be able to modify instruction immediately in comparison to delays from testing schedules and test analysis feedback. This information networking and sharing will allow the project director the ability to link the school day achievement goals into ACE Unit/Lesson plans and develop a Center Service Delivery Plan ensuring alignment with the TEKS, district improvement plan, campus improvement plan, and 21st CCLC goals.

Access to the district test management software DMAC which contains all local and state assessments will be available to all ACE personnel. This system will provide disaggregated student data reports that identify weak student expectations and group students based on common needs. The project director and curriculum specialist on campus will run analysis reports by ACE participant according to local assessments such as six-week exams, Fall & Spring Benchmarks, and Mock STAAR exams. Student portfolios will assist in placing students into targeted small-group tutorials based on weak Readiness and Supporting standards for targeted intentional academic tutorials.

Small group tutorials will have a student to adult ratio of a minimum of (10:1). By minimizing the student to teacher ratio according to students' academic need level; the program is creating an intentional relationship-building environment where the student can receive individualized attention, feel confident to explore, and close academic gaps. To ensure compliance of best practices for afterschool programs, the project director and campus curriculum specialist will utilize a monitoring instrument which includes the observation of student/teacher ratios.

The ACE program will offer a variety of program activities that are inquiry based across all content areas in order to address different learning styles, increase participation, and student engagement. Through this learning program, students will utilize technology for research and product development. A hands-on approach to problem solving will be implemented in all activities. The current program will focus efforts in priority areas such as Reading, Writing, and Mathematics.

Enrichment activities will also be aligned to the identified specific needs of students from data such as Attendance Reports, Discipline Reports, Teacher/Counselor Referrals, and Student Surveys. Enrichment activities will focus on addressing issues in behavior and attendance through activities that are derived from Student Voice/Choice with a ratio of (15/20:1). The Project Director, family engagement specialists, and campus staff will administer a student survey during the Fall, Spring, and Summer semesters to continuously modify and provide enrichment programs according to student needs. The project director and campus administration's primary goal extended beyond the participant's academic learning. They are committed to exposing participants to a balanced array of new experiences that promote healthy overall development.

Continuous monitoring utilizing the participant attendance analysis by the project director, curriculum specialist, and campus administration will ensure the targeted students are attending the program. The participant dosage analysis will identify which activities the student is attending, for example core content versus enrichment. Monitoring staff will also review qualitative and quantitative data to determine program effectiveness and areas in need of modification.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Statutory Requirement 6: Describe the applicant's plan to disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Mercedes ISD is committed to establishing an enduring after school program. The proposed program understands that the success of an afterschool program depends on family and community involvement, continuous feedback, creating program awareness, evaluating program effectiveness and program sustainability.

The project director, family engagement specialist, center staff, and the campus parental liaisons will disseminate information of the program through monthly English and Spanish school newsletters, flyers, school marquee, ACE campus webpage, district automatic text/call system, student showcases, and local news outlets. The project director, family engagement specialist and parental liaison will be responsible for distributing information and promoting the 21st CCLC ACE Program's impact to the community by making program information readily accessible in multiple languages and according to the population being served.

The campus ACE webpage (English and Spanish) will make information readily available to the community to inform them of the site location, program schedules, participant achievements, volunteer opportunities, and instructor opportunities. The project director will also provide opportunities for distribution of materials and feedback by conducting quarterly student activity showcases, ACE Showcases in which parents observe their child's work in various genres and a presentation of program's direction. The presentation will be given to attendees on program data and an opportunity for parents and community members to provide feedback.

The program will also participate in community events such as the Annual Festival of Lights in which students will provide performances in choir and band and the Veterans Day Parade and Festival in which the proposed ACE choir and band will perform patriotic songs and dances for attendees.

Furthermore, the project director, family engagement specialist, and campus parental liaison will be responsible for maintaining a Stakeholder Committee that includes teachers, school administrators, student, parents, and community members that encourage community participation and provide program specific information to the community. The Stakeholder Committee will meet quarterly and assist in developing community participation activities, marketing materials, and promotion materials. Stakeholder committee members will play an integral role in promoting the program goals and objectives and speaking on behalf of the program to local residents, school board members, city officials, the business community, state officials, and national officials. The following table will show a rough draft of scheduled community presentations that will be conducted by the project director and students.

September 2018	Community Stakeholder Committee Meeting, Open House Presentation, ACE Grandparents Day
October 2018	City of Mercedes Halloween Festival ACE Presentation
November 2018	ACE Thanksgiving Play & Family Dinner
December 2018	School Board ACE Fall Presentation, City of Mercedes Festival of Lights ACE Presentation, ACE Campus Showcase, Community Stakeholder Committee
January 2019	City Commission Presentation
February 2019	Open House Presentation, Parental Conference Presentation – District Level
March 2019	Community Stakeholder Committee
April 2019	ACE Easter Presentation / Easter Family Egg Hunt
May 2019	School Board Presentation,
June & July 2019	ACE Summer Showcases

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Schedule #16—Responses to Statutory Requirements (cont.)

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Amendment # (for amendments only):

Statutory Requirement 7: Please describe the transportation needs of participating students and how students participating in the program will travel safely to and from the center(s) and home. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

John F. Kennedy will be utilized as a physical host site for all afterschool programming for students and family members assigned to the campus during the regular school day. Every participants guardian/s will be required to fill out an ACE application that contains students name, address, contact number, emergency numbers, allergies, medications, family physicians contact information, and method of transportation.

A bus route with designated bus numbers will be provided by the school district with in-kind funds. Bus numbers will be assigned to students and parents through an acceptance letter and a bus card will be provided and required for boarding and dismissal every day. If the bus card is not available the student will be sent to the front office to verify transportation. Every monitor on the bus will check off a master bus roster of all the students who boarded the bus that day and the time of departure. This will be submitted to the project director in case bus arrival times differentiate and parents call the site.

Students who walk home will also be required to have a card issued to them stating they are walkers and the address at which they will be walking to. No children from grades Kinder through 2nd will be allowed to walk home due to the late hour dismissal and early sunset. An ACE staff member will check students off on a master list for walkers when they are dismissed and note the time of departure. Pick-ups will also be given a card which states the individuals are allowed for pick-up and the make/model of the vehicle. Any changes to a student's mode of transportation will be made by the parent/guardian in person at the campus for safety purposes. Pick-ups will also be checked off a master roster as soon as they are radioed for that their ride is on site.

Age appropriate students will be required to sign in and out on the daily ACE attendance form to document their presence. The project director will collect all attendance forms and enter data into the TX21st data system daily. The site has a functional geographic proximity to ensure students and parents have accessibility to programming and arrive home at a safe hour. The center will have defined hours of operation available for all participants and staff to ensure a consistent reliable schedule.

All program staff will be certified and processed through the MISD Human Resources Department screening process. The site will be managed by the project director, and in-kind campus administrative team for proper administrative oversight to ensure safe practices are followed. The center will be required to pass the district safety inspection and TEA's ACE Safety Self-Assessment for each semester of service. In addition, the center will have written policies for signing in/out, emergency lockdown, contacting EMS, evacuation drills, injury/illness, prescription/non-prescription drug procedures, hand-washing, safety care for students/family, first-aid kit upkeep, and classroom procedures against unauthorized visitors.

All ACE personnel will be required to attend a safety orientation and will be provided the ACE program handbook. The district administration, ACE staff, and the district Safety director will have a plan in place with the Mercedes Police Department for responses to any emergencies that may arise at the program site. The police department has also agreed to provide structured patrols for the center during after school program hours.

Student application forms will be accessible in a program student binder at the front desk of each site. Student applications contain parent information such as names, phone numbers, addresses, travel information, emergency contact numbers, student allergens, health conditions, and authorized individuals for pick-up. Any adult that signs out a student will have to be listed on the student application and provide proper identification. The district will also provide in-kind bus monitors to ensure safety as students travel home to reduce any incident of confusion of drop-off point, physical injury, and bullying.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Statutory Requirement 8: Describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Explain the policy for screening and placing volunteers. If the entity does not plan to use volunteers, please indicate that in the space provided. (Choosing not to use volunteers will not lower review scores). **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Recruited volunteers will qualify upon full completion of a school district application process, board approval and negative results from a TB test. Volunteers will also undergo a criminal background check and fingerprinting with local, state and federal agencies.

Recruitment of volunteers will be conducted by ACE staff, the family engagement specialist, campus administration, and parental liaisons. Staff will be instructed to target pools of volunteers that can contribute and enhance program activities for students. Individuals with specialized skills and training in core academic and enrichment activities will be at the highest priority, especially individuals who are able to provide fine arts activities, computer literacy and Career and Technology Education (CATE) activities.

The program also intends to partner with local universities and technical schools to recruit college students as volunteers to expose students to local youth who are completing a post-secondary education and specialize in certain fields. This exposure will benefit a majority of students since a large population of Mercedes ISD parents do not have a bachelors or master's degree.

All volunteers will be provided with best practices on how to provide effective instruction afterschool. The volunteers will be supervised by the project director, family engagement specialist, and ACE certified teachers. Furthermore, the campus curriculum specialist will provide continuous training on how to align after school curriculum to the regular day.

Volunteers will communicate regularly with the project director, family engagement specialist, and curriculum specialist to track children's educational gains, and participate in campus activity development and modification. Volunteers will act as student advocates, mentors, and provide one-on-one tutoring to struggling at-risk students from all demographics. Qualified volunteers will be recruited to provide one-on-one English as a Second Language tutoring activities and cultural awareness. Research shows that students will likely master a second language when they are given conversational opportunities in ordinary social and formal setting. In addition to reading and ESL activities, volunteers will share their skills by teaching communication and writing skills, appreciation of art and music, historical accounts of significant events in the area, environmental preservation, and nutrition and wellness practices.

Volunteers will receive individual support from the project director through bi-weekly observation and feedback reviews. ACE program staff, family engagement specialist, and the Parental Department will add partners to assist in enrichment activities to help increase community buy-in within the school district. The Mercedes ISD campuses currently offer assistance to students during the regular day with the aid of volunteers.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Statutory Requirement 9: Describe a preliminary plan for how the community learning center will continue after funding under this grant ends, including how the resources provided by this grant will assist the program in local sustainability efforts. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Mercedes ISD is committed to establishing an enduring after school program. The proposed program understands that the success of an afterschool program depends on family and community involvement, continuous feedback, creating program awareness, evaluating program effectiveness and program sustainability. During the development stage, several meetings were held with stakeholders to discuss a path to program sustainability after funding. Upon application award, the ACE program and stakeholders will form a Sustainability Committee and hold a series of meetings throughout the life of the grant to implement the five key steps outlined in the Texas ACE Blueprint.

Step 1: the committee will continuously review grant participation and performance to determine a sustainability target. The sustainability target will identify the various aspects needed for the greatest student impact such as program hours, resources, staffing, and activities.

Step 2: the committee will review which service model is more effective by site to create a detailed and highly effective plan according to staffing strengths.

Step 3: the resources utilized throughout the life of the grant, which are acquired through local, state, and federal partnerships and in-kind contributions will be inventoried and cultivated so that they can be utilized at the conclusion of the grant to aid sustainability.

Step 4: a partnership between the school district and city government will focus on raising buy-in from the community throughout the life of the grant by presenting the committee's findings yearly to the city commission and community in order to move towards creating an external funding stream such as a possible sales tax increase to support out of school time programming.

Step 5: a logic model will be created to organize the program information and resources to be presented to the school board yearly to highlight the program accomplishments and build buy-in. This will create another opportunity to discuss and plan for program sustainability by identifying an additional funding stream targeting local district funds by the end of the grant cycle.

September 2018	Sustainability Committee Reviews 1 st Month Grant Progress Data (GPD)
October 2018	Project Director presents GPD to School Board
November 2018	Sustainability Committee Reviews (GPD) / Resource Assets Inventory / Volunteer Services Inventory / Community Partnerships
December 2018	Project Director will present GPD to City Commission / Attendance Impact / Economic Impact / Showcase Student Projects / Every ACE Campus Showcases at City Festival of Lights
January 2019	Project Director presents GPD to School Board / Regular Day Attendance / Impact vs previous year
February 2019	Sustainability Committee Reviews (GPD) / Resource Assets Inventory / Volunteer Services Inventory / Community Partnerships
May 2019	Project Director presents GPD to School Board / Regular Day Attendance / Impact vs previous year / presents GPD to City Commission

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

Statutory Requirement 10: Demonstrate how the proposed program will coordinate federal, state, and local programs and make the most effective use of public resources. In doing so, address how the program plans to supplement existing programs and services on the campus(es) to be served. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Mercedes ISD administrators, campus personnel, and community members met as a Stakeholder Committee to discuss the district's goals related to implementing a community-learning center at John F. Kennedy Elementary. The administrators represented various district departments such as Special Education, Child Nutrition, Safe Schools, Migrant, Bilingual, Parental, Technology, Transportation, and Federal Programs. During the planning process, each department identified ways to address gaps in services during out-of-school time hours. A communication plan was developed to articulate the joint initiative and contribution of each respective department. This alignment enables the proposed program to maximize partnerships of existing resources and avoid duplication. Examples of this collaboration between departments include sharing of facilities, technology, software and staffing. Furthermore, when servicing students that are involved in supplemental instruction through these various programs, when serviced after school, departments will assist in modifications and training for instructional delivery and in-kind support staff.

Upon grant award, the project director, Mercedes ISD Central Office administrators, and program directors will collaborate by combining public resources for targeted interventions. These resources include Title 1 funds for instructors and supplies for after school programs inclusive of bilingual funds, migrant funds, state comp funds, local ISD funds for bus transportation personnel, and maintenance of transportation vehicles. The Child Nutrition Services funds will provide after school snacks during the Fall, Spring and Summer semesters along with in-kind staff who will prepare and serve the meals. The maintenance department will use local MISD funds to maintain the facilities and campus landscape. In-kind campus administrators will supervise after school staff and faculty will promote and support the program's initiatives by providing information on student needs.

Through in-kind partnerships, workshops for parents and students will be provided by the MISD Parental Department director and campus parental liaisons who will collaborate with the Family Engagement Specialist in delivering parental services at all grant funded sites. The Parent Teacher Organization will be utilized to survey, plan, coordinate, and implement a Family Engagement Program for students and families. The district will not charge the ACE Program rent or maintenance fees. By hosting the ACE Program, current resources inclusive of federal, state, and local programs mentioned above will be available to enhance and extend the program. 21st CCLC funding will not be used to supplant funding for any service or programs currently in place at the proposed sites. Local district funding for administration will be provided by Business Office personnel and federal programs specialists for program support and compliance.

The proposal will also seek to collaborate with the Region 1 Education Service Center, local adult education service providers, and local universities to provide adult educational services such as English Second Language certification, and GED certification courses at the facilities parents are living in. Programming will combine intensive academics with creative programming to foster each participant's empowerment and self-development as a launch pad to higher education and job skills. Parents will be also be provided with workshops to increase their participation in their child's education.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 108907

Amendment # (for amendments only):

TEA Program Requirement 1: Enter center-level information requested for each of the proposed centers.

Center 1	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
	John F. Kennedy Elementary		<input checked="" type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input checked="" type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input checked="" type="checkbox"/> Pre-K <input checked="" type="checkbox"/> K-2 <input checked="" type="checkbox"/> 3-4 <input checked="" type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	9-digit campus ID number: 108907109						
	Cost per student \$670.32						
	"Regular" student target (to be served 45 days or more annually):		250 Students		Parent/legal guardian target (in proportion with student target):		
					100 Parents		
			Feeder school #1		Feeder school #2		
			Feeder school #3				
Campus name		John F. Kennedy Elementary		NA		NA	
9-digit campus ID number		108907109					
Estimated transportation time		0 Minutes					
Center 2	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	9-digit campus ID number:						
	Cost per student \$						
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2		
			Feeder school #3				
Campus name							
9-digit campus ID number							
Estimated transportation time							
Center 3	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):		
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6 <input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12		
	9-digit campus ID number:						
	Cost per student \$						
	"Regular" student target (to be served 45 days or more annually):				Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2		
			Feeder school #3				
Campus name							
9-digit campus ID number							

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Schedule #17—Responses to TEA Program Requirements (cont.)			
County-district number or vendor ID:		Amendment # (for amendments only):	
Center 4	Name and physical address of center site:		The campus is (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	Cost per student		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):
Center 5	Name and physical address of center site:		The campus is (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	Cost per student		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):
Center 6	Name and physical address of center site:		The campus is (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR
	9-digit campus ID number:		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	Cost per student		<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):

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Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID:				Amendment # (for amendments only):	
Center 7	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				
Center 8	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				
Center 9	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student		\$		
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
			Feeder school #1		Feeder school #2
	Campus name				Feeder school #3
	9-digit campus ID number				
	Estimated transportation time				

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Schedule #17—Responses to TEA Program Requirements (cont.)					
County-district number or vendor ID:				Amendment # (for amendments only):	
Center 10	Name and physical address of center site:		The campus is (check all that apply):		Grade levels to be served (check all that apply):
			<input type="checkbox"/> 40% or higher economically disadvantaged <input type="checkbox"/> 2017-2018 Focus School <input type="checkbox"/> 2017-2018 Priority School <input type="checkbox"/> >50.3% Students 'At Risk' per 2016-2017 TAPR		<input type="checkbox"/> Pre-K <input type="checkbox"/> K-2 <input type="checkbox"/> 3-4 <input type="checkbox"/> 5-6
	9-digit campus ID number:				<input type="checkbox"/> 7-8 <input type="checkbox"/> 9 <input type="checkbox"/> 10-11 <input type="checkbox"/> 12
	Cost per student	\$			
	"Regular" student target (to be served 45 days or more annually):		Parent/legal guardian target (in proportion with student target):		
		Feeder school #1	Feeder school #2	Feeder school #3	
Campus name:					
9-digit campus ID number					
Estimated transportation time					

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

TEA Program Requirement 2: Describe the proposed management, center operations, and corresponding budget plan. Explain how the plan will help meet the program objectives and student service targets. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Program Management & Oversight

A dedicated and experienced full time project director will coordinate all yearly and summer activities to meet the needs of the program, district, students, and working families before, during, and afterschool hours. The recruitment of teachers and students will take place prior to the program start dates each term. A staff orientation/training will be held the week prior to the program start date of each term to review ACE program policies, forms, and targeted student groups. All activities will be scheduled and entered by the project director into the Tx21st data system for attendance tracking daily.

The center will operate no less than 36 weeks during the school year with a minimum of 14 weeks in Fall, 16 weeks in the Spring and 6 weeks in Summer. Consistency is critical to recruitment and retainment efforts since participants need a reliable schedule. During the Fall and Spring semester, the center will offer no less than 15 hours of programming per week to meet the needs of working families and ensure that students have adequate access to innovative constructive learning in a safe environment. Activities will focus on student and campus needs and have two rotating one hour periods afterschool. The first period will consist of core academic inquiry based activities and the second period will offer a variety of enrichment and college and career activities to increase student relationships, student program buy-in, and retention. In the Summer term, 6 hours of programming for a 6-week period will support working families and provide expanded learning time for at-risk students during what research shows is a critical gap in learning. Various activities will be included from the four component guide that are aligned to the regular school year curricula and address needs and gaps found through disaggregated student test data. Staffing for the summer months will be high performing certified instructors that have been identified according to classroom performance data and administrator recommendation. Students will participate in a rotating schedule consisting of STEAM based activities that will be project-based with a focus on Math/Science, Reading/Social Studies, Art, Sports, and Theatre.

Center Operations

Fall Semester September 3, 2018 – December 19, 2018

Spring Semester January 7, 2019 – May 17, 2019

Hours of Operation**Monday - Friday**

Morning Session 6:45 – 7:45 a.m.

Afternoon Session 3:30 – 5:30 p.m.

Total Hours of Operation Per week = 15 hrs.

Summer Programming

Summer Semester May 28, 2018 – July 4, 2019

Monday – Thursday

7:00 a.m. – 1:00 p.m.

6 Consecutive Weeks / 4 days per week / 6 hrs. per day

Targeted Levels – K – 5th Grade

Activities: Academic Enrichment - STEAM, Family and Parental Support/Educational Services, College and Career Readiness

Focus: Personalized Learning Environments through Project Based Learning utilizing mobile devices for small group cooperatives that build 21st Century Skills. Students will be placed into weekly STEAM competitions in which they will compete individually amongst their grade level.

Staff: Instructors – Certified Teachers / Bilingual Certified / SPED Certified - QTY: 10-14 Daily

Budget Plan

In developing a budget that is both effective and efficient, Mercedes ISD utilized the Texas ACE Blueprint tool and cost of quality programming afterschool research. Additionally the school district reviewed historical after school program budgets and federal programs to allocate the appropriate amounts per unit costs to ensure high quality programming which is implemented by qualified certified staff. An appropriate budget was developed for the Fall, Spring, and 6 week Summer term with the assistance of district administrators, district budget office personnel, campus administrators, and stakeholder committee members. The budget will be monitored by the project director, chief financial officer, director of accounting and the district budget specialist. Further detail can be found on pages 43-44 of this grant document.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 108907

Amendment # (for amendments only):

TEA Program Requirement 3: Describe the proposed program evaluation plan, including a description of how program evaluation results will be used to improve program operations and quality. **Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**

Program evaluation design was developed by implementing best practices taken from research provided by the Harvard Family Research Project, Out-of-School Time Programs: A Meta-Analysis of Effects for At-Risk Students, Critical hours: Afterschool programs and educational success, and Measuring Program Quality: A Guide To Assessment Tools, 2nd Edition. Scientific research indicates best evaluation practices for after school programs include direct monitoring of rigorous coursework, mentoring, tutoring activities specifically targeting math, science, reading, and writing.

An objective set of measures will be utilized by the project director and independent evaluator to monitor, increase, and modify programming for maximum effectiveness. A demographic profile analysis will be conducted each term to create an academic comparative analysis percentage of programs versus non-program students. Measures will focus on a two-year comparative analysis in core GPA change, school days absent, criminal referrals, non-criminal referrals, course pass percentage, and state standardized math/reading score changes. In addition to program modification, a participant attendance analysis will be utilized to monitor the attendance and distribution of targeted students, a participant dosage analysis will monitor student activity enrollment, and a participant portfolio analysis will provide data to staff of students identified needs by weak student expectations (SE).

The project director and evaluator will utilize a specific and continuous data collection plan, which will be utilized to report on the specified performance measures throughout each term. Quantitative data will focus on student grades, pre/post tests, STAAR results, teacher made tests, benchmarks, individual and group promotion rates, graduation rates, and attendance data, which will be utilized to measure achievement and assist the staff in modifying services that are not in line with performance measures and specific student needs. The project director and evaluator will have access to student DMAC assessment profiles, Skyward data, and the PEIMS database through district and program agreements to gather the necessary data. The project director and evaluators will utilize observation tools to examine program practices that research suggests are related to key student outcomes.

Qualitative data will be collected from resources such as the appendices from the Texas ACE Blueprint, Assessing Afterschool Program Practices Tool, Out-of-School Time Observation Instrument, Program Quality Observation Tool, and the Promising Practices Rating Scale. These tools will allow ACE personnel to collect data through an ongoing program observation process to specifically measure the connection between quality, fidelity, and the academic outcomes of participants. Furthermore, data will define desirable program practices in concrete terms that will be used to communicate to staff for reflection and discussion of classroom strength and weaknesses. The data will also guide the creation of professional development priorities and instructional improvement goals. A program logic model will keep information on staffing, strategies, resources and outcomes aligned and will be modified throughout the program as data is analyzed and feedback is processed.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 108907

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Project Director / Campus Administration / Curriculum Department	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 108907

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Project Director / Campus Administration / Family Engagement Specialist	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Program Director/Campus Administration/ Family Specialist / Counselors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Program Director/Campus Admin. / Family Specialist / Counselor	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Director / Administration / Family Specialist / Counselors / SPED Dept.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Director / Administration / Family Specialist / Counselors / SPED Dept.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Director / Administration / Family Specialist / Counselors / SPED Dept.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Director / Administration / Family Specialist / Counselors / SPED Dept.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Director / Administration / Family Specialist / Counselors / SPED Dept.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Director / Administration / Family Specialist / Counselors / SPED Dept.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Director / Administration / Family Specialist / Counselors	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Director / Administration / Family Specialist / Counselors / Parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Director / Administration / Family Specialist / Human Resources Dept.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Project Director/Campus Administration/Family Specialist/ Tech. Dept.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Project Director / Administration / Transportation Dept. / Family Specialist	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 108907

Amendment number (for amendments only):

Important Note: All applicants (except open-enrollment charter schools and private nonprofit schools) must complete this schedule regardless of whether any private nonprofit schools are participating in the program.

Failure to complete this schedule will result in an applicant being disqualified.

Questions

1. Are any private nonprofit schools located within the attendance area of the public schools to be served by the grant? ☒ Yes ☐ No

• If your answer to this question is yes you must answer question #2 below.

• If your answer to this questions is no, you do not address question #2 or the assurances below.

2. Are any private nonprofit schools participating in the grant? ☐ Yes ☒ No

• If your answer to this question is yes, you must read and check the box next to each of the assurances below.

• If your answer to this question is no, you do not address the assurances below.

Assurances

- ☐ The applicant assures that it discussed all consultation requirements as listed in Section 1117(b)(1), and/or Section 8501(c)(1), as applicable with all eligible private nonprofit schools.
- ☐ The applicant assures the appropriate Affirmations of Consultation will be provided to the TEA Private Schools Ombudsman in the manner and timeline to be requested.
- ☐ The applicant assures that the total grant award requested on **Schedule #6—Program Budget Summary** includes any funding necessary to serve eligible students from private nonprofit schools within the attendance area of the public schools to be served by the grant.

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